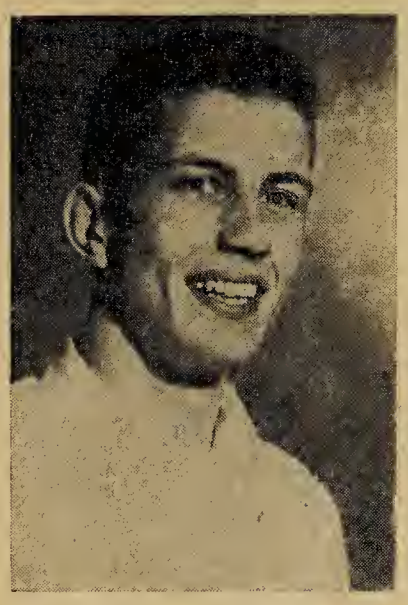
The Calumet BOILERMAKER

"The Voice of the Students, By the Students"

Vol 5 No. 9 | PURDUE UNIVERSITY CALUMET CENTER, HAMMOND, INDIANA | Monday, May 26, 1958

STUDENT COUNCIL ELECTS ENGERSKI AS NEW PRESIDENT



Jerome Engerski, Vice-President of the Student Council, was elected President of the Student Council for the year 1958-59 at a meeting held May 14. He was elected by a majority vote of the board of officers and the representative assembly over the incumbent Walter O'Bara.

The Vice-President will be elected at a meeting to be held May 28. The candidates for the office are Walter Pehlen and Jim Kokenhis. The Secretary, the Treasurer and the representative assembly for next year, will be elected in the general elections to be held in the fall.

The President and Vice-President for next year will be inaugurated in a ceremony to be held at the residence of Dr. and Mrs. W. Cone, May 28. The Student Council will be guests that day to a reception held on the terrace of Dr. and Mrs. Cone.

PURDUE BOILERMAKER COMPLETES FOURTH YEAR

This month the **Boilermaker** celebrates its fourth birthday. It was on May 14, 1954, that the first issue of the student newspaper "hit the stands" in printed form. It was printed on a glossy type of paper. The first issue was filled with interesting articles, pictures, and advertisements.

Mr. G. David Kelley, editor of the first issue of the **Calumet Boilermaker,** under the heading "A Baby is Born," wrote, "We (the students, faculty, and interested friends) here at the Calumet Center of Purdue Universitw have started a newspaper." Then, concluding the article, Mr. Kelly wrote, "I give you your newspaper. May it be a success."

The editors that followed in Mr. Kelley's footsteps have carried out their responsibilities toward the Boilermaker.

On the front page of the first issue of the **Boilermaker,** we find in big bold letters headlines which read, "Purdue Expands," "Practical Nursing Is Offered As A New Course On The Calumet Campus," and last but not least "A Baby Is Born."

Today the students on the **Boilermaker** staff have followed the tradition of a student newspaper by serving the needs of the students here at the Center with pictures and important articles. As Mr. Frederick J. Hovde (President of Purdue University) once said, "I wish the **Calumet Boilermaker** success in helping to inform the students in the Calumet Center of activities, plans, and programs at the Center, as well as in supporting the aims and objective of a bigger and better Purdue."

In the last paragraph of an article which was printed in the April issue of 1956, we read as follows: "It is the hope that the **Boilermaker,** for many years to come, will serve to remind us of the pride we can take in the present and of the hope we will always be able to conceive for the future." And this spirit is carried on by the **Boilermaker** staff today. The student newspaper can be a success only when there are a number of students interested in it, and that is the only reason the **Boilermaker** was, is, and will be a great success.

TACKETT ATTENDS MEETING IN OHIO

Prof. W. Marshall Tackett, Assistant Director in Charge of Admissions and Records at P.U.C.C., attended the 44th annual meeting of the American Association of College Registrars and Admission Officers. The meeting, held April 21-25 at the Netherland Hilton Hotel, Cincinnati, Ohio, was attended by nearly 1,000 college registrars and admission officers, including Mr. N. Parkhurst, Purdue registrar, Mr. G. Smith, assistant registrar, and the registrars from the Ft. Wayne and Indianapolis Extension Centers. Such topics as federal legislation, VA problems, pre-enrollment, and the use of IBM machines in the handling of records were discussed.

GIESE PLANS TRAVEL IN CENTRAL AMERICA

Dr. W. E. Giese, of the P.U.C.C. faculty, will be on a leave of absence for the next school year, 1958-59. He plans to continue a research project started a few years ago when he was on the faculty of the University of Wisconsin.

He will travel about the Caribbean Islands, Central America, and possibly South America. He is interested in models of economic systems and the institutional groups which are basic to the effective functioning of the systems.

Dr. Giese has been at Purdue Calumet Center four years, specializing in training programs for industrial firms.

RICH BALTRUS RECEIVES TOP BOILERMAKER AWARD

The annual service awards to members of the **Calumet Boilermaker** staff for the year 1957-1958 were presented at a special noon meeting Friday by the faculty advisory group of the newspaper, Miss S. Stark, Mr. Charles Tinkham, Mr. John Malone. and Dr. John Tuckey.

Certificates for effective participation were presented to the following: Richard Baltrus, Bill Bohenberger, James Della Rocco, Bill Diehll, Golden Richmond, Bobbi Somers, Alden Jenkins, Jerry Engerski, Karen Cinotti, Bob Goodman, Gaye Marlowe, Lee Sorensen, Gary Haertel, Howard Maury, Harry Rebey, Darlene Hartman, Phil Szpiech, Andrea Mach, Joe Kubicz and Joanne LeVoy.

Special pins for important contributions to the newspaper were presented to the following: Lee Sorensen, Golden Richmond, Bobbi Somers. Richard Baltrus, Karen Cinotti, Gaye Marlowe, James Della Rocco, and Alden Jenkins.

The award for the most outstanding service contribution for the year will go to Richard Baltrus, Business Manager of the newspaper. His name will be engraved on a plaque presented in 1957 to the **Calumet Boilermaker** by the **Hammond Times.** The plaque hangs in the showcase in the main lobby.

STUDENT COUNCIL PICNIC CLOSES SOCIAL SEASON

Saturday, May 17, saw the close of a successful social season here at PUCC with the Student Council Picnic. Officially, the picnic was held at Marquette Park in Gary from 4 to 7 p. m., but many of the 50 or 60 students who attended the picnic remained late in the evening. Our thanks to Dr. & Mrs. Cone and Dr. & Mrs. Sharp for attending as chaperones.

Congratulations to the men for turning out almost full force in their collegiate attire—BERMUDAS; and congratulations to the girls for feeding them so well.

Several rounds of volleyball were played, and baseballs and tennis rackets were in use (yes, they were being used according to the rules), but ice cream and ice seems to have been the favorite sport of the day. A few went swimming—involuntarily. Monday found many of the students complaining of aching muscles which are not ordinarily exercised in class—unless their brains happen to be—well, no disgression here.

The turnout for the picnic was one of the best ever seen at PUCC, especially considering the amount of travelling some students had to do.

A lively atmosphere of fun and almost perfect weather added to the general enjoyment of the picknickers. If the same type of spirit prevails throughout the next year, we should see much larger turnouts for all social events and more student activities. Let's hope this does happen!

TECHNICAL INSTITUTE GRADUATES THIRTY

The Technical Institute of Purdue Calumet Center will graduate thirty students in exercises June 1 at Lafayette. The graduates were honored at a dinner held in the P.U.C.C. lounge May 17. Comments from the Lafayette administration were made by Mr. Harry Rountree head of the Technical Institutes. Dr. E. D. Martin, Manager of Research and Development, Inland Steel Company, gave the address that evening. The thirty graduates, introduced by Calumet Center Director M. E. Gyte, are—Building Construction: Robert Blunt, Richard Marks, Lawrence McClelland, Richard Randon, and John Wysocki. Chemical and Metallurgical Technology: Alex Lindstrand and Frank Van Baren. Drafting and Mechanical Technology: Paul Arbetan, Jack F. Day, Ronald Dewyer, Thomas Juricic, Harold Keilman, Vardgas Maloian, Robert Markovich, Antone Pesut and Glenn Simpson. Electrical Technology: Robert Custer, Vernon Doolewerdt, Nick Fragale, John Gabrich, Raymond Kalita, Raymond Narug, Frank Walorski, and Jovan Zivkovic. Industrial Technology: Jack Bundy, Eldon Bushnell, David Haglund, William Kretlow, Alex Sakelaris, and Jacob Zolylar

Calumet Science Fair Winner Wins National Prize

Leon Eartly, sixteen-year-old Bishop Noll High School junior, first prize winner in the senior division of the Calumet Regional Science Fair, held at Purdue Calumet Center, was awarded a fourth prize at the National Science Fair, held at Flint Junior College, Flint, Michigan, May 6-10. He is also first alternate for a cruise on a Navy ship, and has received a special invitation to visit the General Motors Technical Center, and has been invited by the Indiana Medical Association to attend the association meeting in Indianapolis.

Eartly and Robert Lehman, second prize winner in the Calumet Regional Science Fair, were accompanied to the National Science Fair by their parents, by Prof. P. V. Flannery and Dr. Rhodes of the P.U.C.C. faculty, and by their high school science teachers.

An electron microscope, Eartly's entry, was one of the 281 exhibits from the 48 states, Hawaii, Germany, and Japan. Indiana, with 20 entries, was second to Texas for the state having the most entries. The first national prize for boys was won by Eric L. Rickes of Rahway, New Jersey, for his exhibit on microbiological research on the treatment of Dutch elm disease. The first national prize for girls was won by Eileen Jane Settle, of Portland, Ind.

The National Science Fair was attended by over 30,000 visitors and received much praise, including a telegram of commendation from President Dwight Eisenhower.

The Calumet BOILERMAKER

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Faculty Advisors ..... Sigrid Stark, Charles Tinkham, John Tuckey
Business Advisor ..... John Malone

THE CLOSING YEAR

We now come to the closing of another academic year of study. It has been a year of great advancement, both for the world and for the Calumet Purdue Center. The world has seen the advent of earth satellites; Purdue Calumet Center has seen an improved student newspaper, and very active Student Council, and a more enlightened student body.

The **Calumet Boilermaker,** with much credit due to Mr. Lee Sorensen, has progressed into what may really be called a college newspaper during the past year. It has become more than just a relater of current events; it has become a student pulse center, expounding student opinion and beliefs. It has attempted to seek out what is wanted by the student body, and the best method of bringing it about. It has attempted to raise the intellectual awareness of the student, instilling the value of the individual and the importance of creative thinking.

The Student Council has properly performed its function in the maintenance of student government and activity. The Council has provided the student body with a variety of social events, including a hayride, picnics, and two formay dances. It has also provided a new television set for the student lounge and a revised seating set-up for the lounge. The Council also has projects it palns to complete, including a solution of the parking problem and the separation of the governmental and social functions of the Student Council into two separate organizations, each with its own constitution and board of officers.

The student body of Purdue Calumet Center has also made advancements during the school year. There has been more student participation in activities than in former years. The social events have been successful and the intramural sports season drew a large number of student participants. The student body has become collegiate. The Calumet Center is now seen as more than just an extension center. It is seen as an important part of the Purdue University framework. The student body is becoming aware of this and is doing its part in promoting its prosperity.

Editor

POSITIVE APPROACH

(Editor's Note: This is one of a series of articles, appearing in the **Purdue Exponent,** written by Bud Smith, past president of the Student Senate at the Lafayette campus. Smith strikes out at the "arm chair" critics with a positive approach to the cultural, physical, and academic environment at the University. In this article he points out many of the areas in which Purdue ranks high among the nation's colleges and universities.)

One cannot help but feel that many students at Purdue have a belief that they are mediocre and go to a mediocre school. This belief is not only unjustifiable but is contrary to the facts.

Purdue does not need a stringent set of entrance examinations to get good students; its reputation attracts only those top-notch students which can carry our educational load. For the past several years, 70 percent of our freshman class has come from the top third of their high school class. This fact is particularly impressive when one considers that Ohio State recently turned hand springs when 50 percent of their present freshman class were in the same category.

Harvard Business School has a reputation for selection of their students. So it is interesting to note that Purdue has more graduates admitted there than any other institution in the world. Dr. Coffe, director of admissions said, "A good Purdue education is as much of a recommendation for Harvard as is needed." Certainly this man should know how Purdue is rated.

Perhaps the only quantitative measure of rating used for colleges is the number of degrees issued. The philosophy used is that over the long run, students will go to those colleges giving the best degrees. Therefore it is particularly significant that Purdue ranks in America: (1) First in engineering; (2) second in home economics; (3) fifth in Pharmacy; (4) eighth in agriculture.

So often we tend to forget our graduate school at Purdue, and yet this area is bringing many good students to Purdue because of its good reputation. In the December, 1957 issue of **Association of American Colleges Digest,** Prof. Henry Eells ranks Purdue 16th of all graduate schools in the United States. (Indiana University is ranked 17th.) Professor Henry Eells points out that Purdue is particularly outstanding in five fields and ranks them accordingly: 1. Pharmacy (first in U. S.); 2. Mechanical Engineering (first in U. S.); Biological sciences (third in U. S.); 4. Chemistry (fifth in U. S.); 5. Physics (fifth in U. S.)

Perhaps the most significant fact in the article, however, is Professor Eells' comment: "Purdue University has made the most striking advance in overall improvement of graduate schools." Twenty years ago, we were ranked 56th; now we have jumped to 16 and are still moving.

Purdue recently received an honor which went almost unnoticed. Several weeks ago, Purdue was voted a member of the Association of American Universities, the real elite of collegiate education. This honor definitely ranks Purdue University among the top 40 American Universities. This type or honor doesn't come to a mediocre college with mediocre students.

Calumet Center Celebrates Its 12th Anniversary

When WW II ended in August, 1945, Purdue anticipated the great rush of discharged GI's to colleges that was soon to begin. Ten centers, or extensions, were set up in Indiana and they began with freshman courses in February, 1946.

The idea was that they should remain in operation just long enough to handle the first surge of students. When students learned through experience that preparation at an extension was no detriment, some of the centers began filling with students other than returning GI's. Four of the original ten extensions remained open: Calumet, Indianapolis, Ft. Wayne, and Michigan City.

Although the degree program in Hammond did not start until 1946, other classes were taught earlier. A War Training program was begun early in WWII. A one-year program was begun in '43 and was expanded to a two-year program in '45. The first two-year T. I. graduates finished in June, '47. Industrial Training classes under the sponsorship of of Inland Steel were started in March, 1948. Now one hundred fifty to two hundred students are enrolled every fall for the two-year program. Sponsors for similar courses include Youngstown Sheet and Tube, Gary Sheet and Tin, and others.

Before the present buildings were constructed, classes in the degree program were taught in various classrooms scattered over the region. One of the difficulties presented by this situation is shown by a problem of Mr. Stock, a Math teacher, who had a class in Gary and ten minutes later a class in Hammond. Other classrooms were to be found in the Civic Center, East Chicago Washington High School, Hammond High School and a room on Hohman Avenue. Since the Civic Center room was fairly large, it had been subdivided into three units by paper-thin partitions,

These blocked sight, but not sound; and the result was a battle of voices heard and overheard. Some regrets have been expressed by Mr. Stock in that some of the happenings there were refreshingly unconventional. When the circus was in town, people would sometimes unconcernedly wander into the classroom looking for the elephants. Mr. Stock also remembers the stench the dog shows created and the ease with which he and his students used to wander nonchalantly into the wrestling matches after class.

Of the original complement of teachers, Miss Stark and Mr. Pritchard are the only ones still at the Center. From the initial schedule of freshmen classes in Surveying, Drawing, Chemistry, English, and Math have grown the present diverse offerings.

Harold Short, PUCC's first director, was succeeded after one year of service in 1947 by Mr. Gyte. The enrollment of the Center has grown from a total of registered students of 380 in the fall of 1947 to a total of 2,700 in the fall of 1957.

Circle K Election

On Tuesday, May 19, the election of officers of the Circle K Club for the next year was held. The following members were elected into office: Walter Pehlen, President; William Diehl, Vice-President; Paul Murchek, Secretary; and Richard Baltrus, Treasurer.

College Student, '58

(ACP)—The college student of 1958 is in many ways an organization man. His response to his academic environment and curriculum often parallels the response of the junior executive to his corporation, thinks University of Chicago social scientist David Riesman. His views were explained in the CHICAGO MAROON.

"In view of the great differences among colleges, it is hard to talk sensiblly of the college student," explained Riesman. He cited a number of studies, from which some general impressions emerged.

Today's student is more cautious and conservative than the student of ten years ago. Toward much of the work around him, as international relations, he is apathetic. He can envision the future non-work side of his life with greater detail and enthusiasm than he can the career side. Marital relations are important to students: almost all seniors are either married, engaged, or foreseeing marriage. Almost all, expect good-sized families. Students want a station-wagon type, college-educated wife, not the silent childbearer of other times. The men would make good husbands and fathers. They prefer an equalitarian, comfortable home atmosphere, and they are not playboys: most expect to work hard to achieve the standard two-car, four-child suburban situation.

Students are quite realistic about college life, and form few illustrations about it. But one of their greatest illusions is the belief that they can in no way affect their academic environment, declared Riesman. They don't realize for example, that faculties are not the monolithic, tight organisma they seem to be, but rather groups that are often in precarious balance. This balance could be easily affected by a determined student opinion.

"This is not to imply that I want professors to run their courses on basis of popularity queries," insisted Riesman. "I believe in faculty autonomy. But I also believe that the student should have the responsibility an dinfluence over their own fate."

Riesman cited as examples of student irresponsibility the editorial pages of most student newspapers. They discuss everything from parking to pep rallies to bookstores and dating, but rarely is there a mention of educational processes or the curriculum.

"Why is it that students, who are so precocious about each other, about sex, or about their leisure activities, show none of this precocity in relation to their curriclum?" the sociologist queried.

Students have a false impression of what will be profitable to themselves. They sabotage the educational process by becoming concerned with credits and grades, and not with the fundamentals of kOpwa, smbnftn eworithud education. In the opinion of Riesman, "Grades contaminate a curriculum. When one seeks a uniformly good scholastic record, one does not discover one's real interest.

"As Hungary shows, there are some uncontrollable environments. Students realize this, but they over generalize this truth, and thus make it more true. We fail to develop competence and confidences. We remain children of organizations, not their masters. We worship not images of stone, but images of images.

"Apathy towards crusaders and revivalists is a sign of maturity," concluded Mr. Riesman. "But when one becomes apathetic about one's work, it is hard to prevent this from spreading to other concerns. Thus one creates in every area of life an attitude that is less full, less complex, less vital than mid-century opportunities and encouragements permit."

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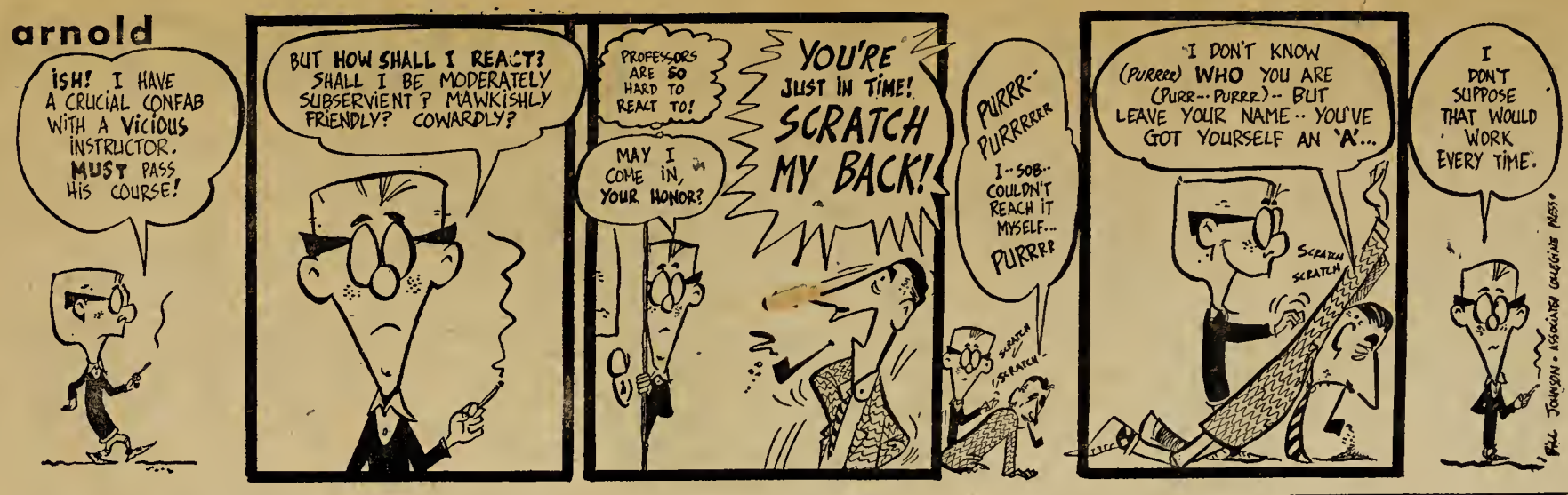
arnold
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BUT HOW SHALL I REACT? SHALL I BE MODERATELY SUBSERVIENT? MAWKISHLY FRIENDLY? COWARDLY?
PROFESSORS ARE SO HARD TO REACT TO!
MAY I COME IN, YOUR HONOR?
YOU'RE JUST IN TIME! SCRATCH MY BACK!
PURRR.. PURRRRRR I..SOB.. COULDN'T REACH IT MYSELF... PURRRR
SCRATCH SCRATCH
"I DON'T KNOW (PURREE) WHO YOU ARE (PURR..PURRR).. BUT LEAVE YOUR NAME.. YOU'VE GOT YOURSELF AN 'A'...
SCRATCH SCRATCH
I DON'T SUPPOSE THAT WOULD WORK EVERY TIME.
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Marriage In College

(ACP)—To marry or not to marry while in college is a big question for many students. A Seattle Pacific sociology professor, Dr. C. Melvin Forman, has done research on the subject, recording the views of many students. Here are some of his findings as reported by SP's FALCON.

Forty percent of the married couples said they wouldn't recommend combining college and marriage. Wives who marry after their sophomore year but before graduation take a dim view of the venture. Perhaps in retrospect the time between their former single status and graduation now seems very short, but at present the graduation goal looks unattainable.

Wives who marry after high school graduation or in the freshman year seem happy. Perhaps their education aspirations were limited. Couples who financed marriage with just one partner assuming major financial support didn't recommend marriage. Those who had worked out what they had considered a cooperative financial program were willing to advocate marriage. Having children, while a student, did not significantly affect attitudes. However, having an unplanned child created a negative feeling toward being a married undergraduate.

Students who began their first serious dating in college were hesitant to advocate marriage. Dr. Foreman noted many of these "had been involved in a brief but intensive pattern of courtship."

Parents play a part in the success of the campus marriage. Men who were reluctant to recommend marriage came from homes where there had been strong parental opposition to the marriage in the first place. Parental opposition did not appear to be a factor in the lives of wives opposing college marriage.

Have you an opening for a genius?

Yes, and don't slam it on the way out.

THE SPACEMAN

All over the world people sat on the edge of their chairs, holding their breath, and praying for Don Donovan, the world's first true spaceman. He was nearing the moon, now, their radios and televisions had said, and he was in constant touch with the military at Cape Canaveral, Florida:

"At last," breathed a colonel to a major, "we'll find out what's on the other side of the moon!"

Suddenly tape recorders whirled. The speaker on the wall crackled. "Hello, Cape Canaveral, this is Viking I calling Cape Canaveral."

"Cape Canaveral, come in Viking I," said a corporal at the radio.

A major grabbed the mike from the corporal. A general snatched the mike from the major. The general lost the mike to the President.

"Hello, Don! This is the President! How are you? Where are you?"

"I'm fine, sir. I'm rounding the western edge of the moon, sir."

"Wonderful! Describe it! We're listening."

More tape reels spin at sixty inches per second. "Can't see anything yet, sir . . . (snap) . . . the other side is now coming into view, sir . . . (crackle . . . there seems to be something reflecting the sunlight down there, sir . . . (pop) . . . I can't see what it . . (static) . . . my God, sir! It's—" he sobbed, "it's a sign! I-It says . . . (sob) . . . Spaceman, go home!"

Little Willie on his bike
Through the village took a hike.
Mrs. Thompson blocked the walk;
She will live, but still can't talk.
Willie saw some dynamite,
Couldn't understand it quite,
Curosity never pays,
It rained Willie seven days.
Alas for little Willie!
We won't see, we'll not see Willie more
For what he thought was H2O
Was H2SO4.

Words of Wisdom

We ought not to look back unless it is to derive useful lessons from past errors.—George Washington.

Education is what remains when we have forgotten all that we have been taught.—George Savile Halifax.

No great man is born too soon or too late.—Norman Douglas.

Genius is one percent inspiration and ninety-nine percent perspiration.—Thomas A. Edison.

No race can prosper until it learns there is as much dignity in tilling a field as in writing a poem. —Booker T. Washington.

I am not an Athenian nor a Greek, but a citizen of the world. —Socrates.

Wisdom is not finally tested by the schools. Wisdom cannot be passed from one having it to another not having it. Wisdom is the soul, is not susceptible of proof, is its own proof.—Walt Whitman.

BLIE DAY

Several P.U.C.C. administrative officers and faculty members participated in the annual Business, Labor, Industry and Education Day held Friday, May 16, in the Hammond public high schools. This annual event acquaints business, labor, and industry with changes and progress made in the school system. Mr. Gyte visited Hammond Tech; Mr. Tackett, Hammond Morton; Mr. Combs, Mr. Relich, and Dr. Schlosser, Hammond High; and Dr. Jones, Hammond Clark.

Summer Session

On the schedule of evening courses to be offered in the Technical Institute at Purdue University Calumet Center when classes begin on June 9, will be GN 152 "Fundamentals of Technical Writing."

This course is designed for students planning to enter a field where it will be necessary to write reports, letters, etc., of a technical nature. It is also suggested for working men and women who wish to improve their writing ability. The Class will meet Tuesday and Thursday evenings from 8 to 10.

Also on the summer schedule in the Technical Institute will be a limited number of evening courses in the fields of building construction, electrical technology, industrial tchnology, physical sciences, and general studies.

A full schedule of regular credit courses will be offered in the university degree program. Both daytime and evening classes will be held beginning June 9. Included will be all major freshman and sophomore courses in the schools of engineering and science as well as a wide variety of degree courses in other fields.

Students may register for these and all other regularly scheduled degree and Technical Institute courses at the Purdue Calumet Center, June 5 and 6, from 1:00 to 4:30 and from 6-8 p.m. Applications for registration may be obtained by contacting the Center before June 5.

What type of hen lays the longest?

I don't know.

A dead one.

Who's Who In America

A copy of **Who's Who in America** has been placed in the Purdue Library as a memorial to the following: Mrs. Nettie B. Dence (Mother of Mrs. F. Hays), Mr. L. W. Cone, Sr. (father of Dr. L. W. Cone), Mr Anthony Kalinoski (father of Mrs. E. Gallett), and Mrs. Mary Ann Flannery (mother of P. V. Flannery).

This book was purchased from funds of the Faculty Affairs Committee to which all faculty members of the Calumet Center make a yearly contribution.

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HOW DO YOU KNOW?

By Psych. 340 (Social Psychology)
PUCC, Spring 1958 (*)

BACKGROUND

In studying some of the theories, hypotheses, facts, approaches in social science generally and social psychology in particular, we are brought up again and again the question "how do we know," indeed: "how can we know?"

We acquire knowledge, more or less certain, as we learn ot form concepts, to distinguish "extensional referents" from interpretations from "faith," to recognize and use meanings, and so on.

And we "know" to the extent that we perceive accurately, organize our perceptions, and consequently manage to explain, to predict, and to control. This implies research, according to the rigorous principles of the scientific method.

In the natural sciences, this method has led to the fantastic advances (and dangers) that characterize our age. In the social sciences, immediate break-through on many fronts are urgently needed. The same methods must provide these advances. But great difficulties confront the researcher. Among them are the facts that our variables are mostly complexly interrelated and very difficult to isolate, that mostly we cannot even be sure what variables may be relevant, that the observer himself is often an uncontrolled variable, the fact that he is usually closely involved personally with his material.

Nevertheless, the attempt must be and, of course, is being made constantly—and often with success.

Especially promising is a field like social psychology, where we do not necessarily have to deal with the—largely unpredictable — individual, but where we can deal with numbers of people.

Out of these considerations, and on the understanding that it was necessary for modern men to have some insight into the processes and difficulties and promises of research in social science, grew the *effort* to undertake some research of our own.

INTRODUCTION

We submit the story of this attempt to our fellow students, because, firstly, we had an interesting experience and quite a lot of fun, which we want to share; secondly, because we actually obtained some results which may be of interest.

However, me must warn that ours is not a "true" research project. For one thing, we had neither the time nor the qualifications to use rigorous statistical and other techniques to the full—we merely approached problems in principle, as it were. For another, our experimental population was gathered in an accidental fashion; it cannot be said to be representative—thus, you will make generalizations at your own risk. Further, ours was a kind of "shot gun" approach rather than a rigorous design to test a specific hypothesis.

HYPOTHESIS

In our readings (**) and discussions we come across the notion, from various angles that there may be people who may usefully be described as differentially sensitive to direction, suggestion, mass influence, etc., because such people will differ also in other significant dimensions.

There arose the notion among us that there ought to be a factor in personality that might be described as "gullibility": some people ought to be more ready to swallow rather tall stories than others, and this ought to be related to factors perhaps like education, social class, political preferences, reading preferences and others.

METHOD

We designed and had multigraphed a questionnaire, on which our victims could answer questions by checking preferred alternatives.

Gullibility—To see if we could meaningfully isolate a factor like "gullibility," we asked one question about a rumor that some strange being had been captured from an outlandish flying craft and was kept under strict secrecy in Washington. People could respond in five positions, from "highly probable" through "couldn't say" to "highly improbable." (Perhaps somewhat unfortunately, this question got to be referred to as the "Little Blue Man," and the term stuck.)

In addition we had questions on belief in astrology and on reaction to the notion that the USA used germ warfare in Korea. (These questions are referred to as "Astrology" and "Germ Warfare." They were answerable in five ways similar to the above.)

Further, 'we had the 'Flying Saucer" question, to be answered "Yes" or "No," as to whether a subject or someone he knew had ever seen an unidentified flying object like a flying saucer.

The idea, of course, was that, if we had anything like a general factor of "gullibility," answers to these questions ought to line up with one another.

Other Factors—Among the things we thought might be related to a possible gullibility characteristic were social class (to be very roughly determined from street address, because your address is often an indicator of your status); whether you lived alone, with friends, or with your family; your marital status; sex; age; education; voting preference; and some reading preferences.

PROCEDURE

Each student took twenty questionnaires and administered them to friends, work companions, etc. People in a restaurant were approached, as were people in an employment office. One reason that the population is not representative is that, especially among strangers, not all people co-operate. Among the subjects also were members of the class in Eelementary Psychology at PUCC. We finally had 181 questionnaires filled out. (In the following, totals are usually somewhat smaller; this is because not all subjects answered every question.)

Essentially, the procedure then was to count the number of times answers to one question appeared in conjunction with answers to answers to another question. These numbers would be placed in tables which compared two questions every time. These tables were, in effect, scattergrams, which illustrate the extent to which two variables are correlated.

We did not run every question against every other one; and we are not reporting on some of the comparisons we did make.
In some cases, answers varied too little to give us measures of anything; in some cases, we realized that the questions we had asked could not give us meaningful answers; some comparisons did not produce relations; in some cases, we simply decided not to pursue the question.

RESULTS

Gullibility—(1) Our population repects the "Little Blue Man" to the extent of 63%, who checked the "unlikely" and "highly improbable" answers.

(2) Astology is rejected even more strongly—84%.

(3) 82% reject the Flying Saucer.

(4) 69% reject Germ Warfare.

Thus, most of our subjects are, by our definition, on the "non-gullible" side.

We also found the following:

(5) Of the people who do not reject the "Little Blue Man," 27% also do not reject Astrology. Of the people who do reject the "Little Blue Man," only 10% do not reject Astrology. Thus there is some tendency for people "gullible" in one to be somewhat more gullible in the other.

This tendency is shown in almost all cases of comparison between our "gullibility" questions.

Therefore we may conclude that among our subjects there appears some tendency toward a gullibility factor, as hypothesized.

(6) Among our students there were 105 (60%) who said they would vote Split Ticket; 29 (17%) whos aid that they would vote straight Democratic; 23 (13%) said that they did not know how they would vote; 17 (10%), straight Republican.

Of these, 57% of the "don't know's" did not reject the "Little Blue Man"; 45% of the "Democrats" were thus "gullible"; 36% of the Split Ticket voters; 12% of the "Republicans."

We thought that this was interesting—but we would hate to hazard an interpretation.

(7) It seems noteworthy, and perhaps disturbing, that in our population only 69% rejected outright the notion that we might have used germ warfare in Korea; 22% "could not say"; 9% thought it was likely.

This notion was rejected by 76% of the "Republicans"; by 73% of the Split Ticket voters; by 70% of the "Democrats"; by 48% of those who said they did no know how they'd vote.

Are politically uncommitted people more gullible than others? Are Republicans least gullible?

(8) Our population seemed better educated than the general population. We divided our subjects into three educational categories:

"Least"—finished high school or less (51 subjects, 29%); "medlum" —some college (100 subjects, 57%); "most"—finished college or more (25 subjects, 14%).

Now, 25% of the "Republicans" were among the most educated; 15% of the Split Ticket voters; 13% of the "Democrats"; 4% of the "don't-know's."

35% of the "Democrats" were among the least educated; 33% of the "don't-knows"; 27% of the Split Ticket voters; 25% of the "Republicans."

(9)We found, as now appears necessary (after 5, 7, 8) above, also that the better the education of our subjects, the more they reject the "Little Blue Man": of the least educated, 55% rejected it; of the medium, 61%; of the most educated, 79%.

(10) Among our subjects there were 90 (50%) in the 18-23 age group; 31 subjects (17%) were 24-30 years old; 25 subjects (14%) were 31-40 years old; and 33 subjects (18%) were over 40.

We then found that of the young group only 52% rejected outright the notion that we might have used germ warfare in Korea; of the 24-30 group, 64% rejected it; of the two oldest groups, 92% and 88% respectively.

Also, of the youngest 29% "couldn't say," were undecided as to Germ Warfare; of the 24-30 group, 10% were undecided; of the 31-40 group, 8% of the over 40 group, 3%.

Many possible interpretations occurred to us. Are our younger people, they of the "cool generation," more cynical than older people? Are they less certain of themselves, less dogmatic? Are they more realistic? Are they less well informed? Or—of course—do we have here merely a chance result?

CONCLUSION

In the attempt to learn something about how research in social science works, we designed a rather "wild and wooly" project of our own. We claim no generality for our findings. We used rough-and-ready methods.

We had fun. We gained some insight into the routines and hard work connected with research. We gained some understanding of the use and beauty of graphic methods, and of concepts like "correlation," "significance," etc.

We found some tendencies in our population toward:

(1) An indication of a kind of gullibility factor;

(2) A suggestion that this kind of gullibility increases as education decreases;

(3) A suggestion that this kind of gullibility decreases as age increases;

(4) A suggestion that people who say they will vote Republican are less gullible (in this sense) than people who say they will vote Split Ticket, than people who say they will vote Democratic, than people who say they do not know how they will vote.

(*) The members of the Class were Mrs. Rushton, Miss Mach, Messrs.. Brush, Hart, Pecher, Repon, Salvatore, Scheick, Williams; the instructor was Mr. Hartman.

(**) For example, see the following articles in our book (**Readings in Social Psychology**, edited by Swanson, Newcomb, Hartley, et al. (Henry Holt, New York, 1952): "The Psychology of Hitlerism . . . ," by Lasswell p. 171 ff.); "The Invasion from Mars," by Cantril (p. 198 ff.); "The 'Phantom Anaesthetist'. . . ," by Johnson (p. 208 ff.); "The Anti-Democratic Personality," by Frankel-Brunswick et al. (p. 612 ff.)

HEAD VS. SACK

(ACP)—Male students—a few of them—at Hamline University, St. Paul, Minn., shaved their heads. Rumored reason: a protest against the chemise, according to the Hamline's ORACLE. "At least they haven't lost their heads as completely as the girls have lost their figures in the sacks," was one comment.

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DAY SCHEDULE

CIVIL ENGINEERING
Slide Rule (CE 113) ..... 1 cr $13
Sec. HA . . . WF 8-9 am
Engineering Graphics (CE 118) ..... 3 cr $47
Sec. HA . . . MTTh 1-3, W 2-3 pm
Sec. HB . . . MWF 3-5, W 2-3 pm
Sec. HG . . . TTh 8-10, W 9-10, F 9-11 am
CHEMISTRY
Elementary Chemistry (Chm 100) ..... 3 cr $36
Sec. HD . . . M 3-4 pm, WF 8-9 am
Elementary Chemistry (Chm 103) ..... 4 cr $58
Sec. HI . . . MThF 2-3, W 3-6 pm
General Chemistry (Chm 109) ..... 4 cr $58
Sec. HK . . . T 10-11 am, W 1-2 pm ,9-12 am F 11-12 am
General Chemistry (Chm 111) ..... 3 cr $46
Sec. HL . . . M 9-12 am, T 8-9 am, F 1-2 pm
General Chemistry (Chm 115) ..... 4 cr $58
Sec. HA . . . MTTh 9-10 am, F 2-5 pm
Sec. HB . . . MThF 9-10 am, Th 2-5 pm
Sec. HC . . . MTh 9-10 am, T 2-5 pm, 12-1 pm
Sec. HG (Reserved) M 2-5 pm, 9-10, T 9-10 am F 11-12 am
General Chemistry (Chm 116) ..... 4 cr $58
Sec. HP . . . M 8-11 am, TWTh 10-11 am
Qualitative Analysis (Chm 226) ..... 4 cr $64
Sec. HP . . . M12-1 pm, T 3-6 pm, Th 10-11am Th 2-5 pm
ECONOMICS
Principles of Economics (Econ 210) ..... 3 cr $36
Sec. HA . . . MWF 11-12 am
ELECTRICAL ENGINEEERING
Electrical Circuits (EE 203) ..... 5 cr $70
Sec. HA . . . MTW 1-2 pm, W 2-5 pm, F 11-12 am
ENGINEERING
Freshmen Engr. Lectures (Engr 100) ..... 1 cr $12
Sec. HA . . . W 12-1 pm
Sec. HB . . . W 11-12 am
ENGINEERING SCIENCES
Statics & Kinetics (Esc 204) ..... 5 cr $60
Sec. HB . . . MTWThF 8-9 am
ENGLISH
English Composition (Engl 101) ..... 3 cr $36
Sec. HD . . . MWF 10-11 am
Sec. HE . . . TThF 11-12 am
Sec. HF . . . MWF 9-10 am
Sec. HG (Reserved) TThF 2-3 pm
Sec. HI . . . TThF 3-4 pm
Sec. HK . . . MWF 4-5 pm
Sec. HL . . . MTTh 11-12 am
Developmental Reading (Engl 185) ..... 2/3 cr $30
Sec. HK . . . TTh 1-2 pm
Sec. HL . . . TTh 2-3 pm
Expository Writing (Engl 202) ..... 3 cr $36
Sec. HA . . . TWF 10-11 am
Intro. to Literature (Engl 230) ..... 3 cr $36
Sec. HA . . . MW 4-5 pm, F 2-3 pm
Intro. to Fiction (Engl 238) ..... 3 cr. $36
Sec. HA . . . M 3-4:30 pm, Th 11-12:30 pm
General Studies (GS 131) ..... 3 cr $36
Sec. HA . . . MWF 10-11 am
Sec. HB . . . MWF 11-12 am
Sec. HC . . . MWF 1-2 pm
Sec. HD . . . MWF 2-3 pm
Sec. HG . . . TThF 3-4 pm
Sec. HL . . . MWF 8-9 am
HISTORY & GOVERNMENT
Elements of Democracy (Gvt 301) ..... 3 cr $36
Sec. HI . . . TThF 4-5 pm
Earlly Civillization (Hist 200) ..... 3 cr $36
Sec. HA . . . TTh 2-3 pm, W 10-11 am
MATHEMATICS
Algebra (Ma 111) ..... 3 cr $36
Sec. HC . . . MWF 10-11 am
Sec. HD . . . MWF 9-10 am
Sec. HE . . . MWF 2-3 pm
Sec. HF . . . MWF 11-12 am
Sec. HG (Reserved) MWF 1-2 pm
Trigonometry (Ma 112) ..... 3 cr $36
Sec. HC . . . TTh 10-11 am, F 11-12 am
Sec. HD . . . TTh 9-10 am, F 10-11 am
Sec. HE . . . TTh 9-10 am, F 10-11 am
Sec. HF TTh 11-12 am, F 2-3 pm
Sec. HG (Reserced) M 2-3, TTh 1-2 pm
General College Mathematics (Ma 121) ..... 3 cr $36
Sec. HK . . . MWF 3-4 pm
Sec. HL . . . MWF 2-3 pm
Math for Engr. & Scientists I (Ma 161) ..... 5 cr $60
Sec. HA . . . MTWTh F 8-9 am
Sec. HB . . . MTWThF 8-9 am
Sec. HI . . . MTWThF 1-2 pm
Math for Engr. & Scientists II (Ma 162) ..... 5 cr $60
Sec. HP . . . MTWThF 11-12 am
Sec. HQ . . . MTWThF 11-12 am
Math for Engrs. & Scientists III (Ma 261) ..... 4 cr $48
Sec. HA . . . TWThF 8-9 am
Sec. HB . . . MTWThF 9-10 am
Math. for Engrs. & Scientists IV (Ma 262) ..... 4 cr. $48
Sec. HA . . . MTWF 1-2 pm
MECHANICAL ENGINEERING
Energy Conversion (ME 230) ..... 3 cr $36
Sec. HA . . . MWF 9-10 am
Mechanism (ME 260) ..... 3 cr $42
Sec. HA . . . M 2-3 pm, W 10-11 am, Th 2-5 pm
MODERN LANGUAGES
First Course in German (Germ 101) ..... 3 cr $36
Sec. HA . . . WF 5-7 pm
PHYSICAL EDUCATION
Orient. to Physical Educ. (PEM) 101) ..... 1 cr $12
Sec. HL . . . M 10-11 am
Physical Activities (PEM 103) ..... 3 cr $36
Sec. HL . . . M 2-3 pm, WF 1-3 pm
Physical Activities (PEM 112) ..... 1 cr $18
Sec. HA . . . W 3-6 pm
Sec. HB . . . T 3-6 pm
Sec. HC . . . W 3-6 pm
Sec. HD . . . F 3-6 pm
Sec. HE . . . F 3-6 pm
Sec. HF . . . Th 3-6 pm
Sec. HG (Reserved) M 3-6 pm
Sec. HI . . . M 3-6 pm
Sec. HK . . . Th 3-6 pm
Sec. HL . . . Th 3-6 pm
Sports Officiating (Pem 151) ..... 1 cr $27
Sec. HL . . . M 11-12 am, W 9-12 am
Pe Curricular Activities (PEM 205) ..... 3 cr $36
Sec. HA . . . TTh 9-11 am, Th 2-3 pm
Physical Education (PEW 100) ..... 1 cr $12
Sec. HL . . . F 9-11 am

GRADUATE COURSES

Indeterminate Stresses (CE 571) ..... 3 cr $45
Sec. HM . . . T 6-8, F 6-7
Organic Chemistry (Chm 551) ..... 4 cr $78
Sec. HM . . . TF 6:30, T 8-11, F 8-10
Labor Law (Econ 553) ..... 3 cr $45
Sec. HM . . . MTh 8-9:30
Intro. to Meas. & Eval. (Educ 504) ..... 3 cr $45
Sec. HM . . . Saturday 9-12 noon
Cont. International Prob. (Gvmt 532) ..... 3 cr $45
Sec. HM . . . W 6:30-9:30
Adv. Engineering Mathematics (Ma 521) ..... 3 cr $45
Sec. HM . . . MTh 6:30-8
Intro. to Modern Physics (Phys 550) ..... 3 cr $45
Sec. HM . . . WF 8-9:30
Psy. of Work Efficiency (Psy 576) ..... 3 cr $45
Sec. HM . . . TF 6:30-8
Criminology & Penology (Soc 522) ..... 3 cr $45
Sec. HM . . . M 6:30-9:30

TECHNICAL INSTITUTE PROGRAM
Day and Evening Schedule

BUILDING CONSTRUCTION
Plan Reading (BC 104) ..... 1 cr $12
Sec. HA . . . Th 1-2 pm
Sec. HB . . . F 7-8 pm
Architectural Drawing (BC 116) ..... 2 cr $35
Sec. HA . . . TF 8-11 pm
Systems of Construction (BC172) ..... 2 cr $24
Sec. HA M 8-10 pm
Building Regulations (Bc 204) ..... 2 cr $24
Sec. HA . . . T 6-8 pm
Concrete & Masonry Const. (Bc 220) ..... 3 cr $47
Sec. HA . . . T 3-6 pm, F 9-12 am
Sec. HB . . . MWF 6-8 pm, W 8-9 pm
Architectural Projections (BC 236) ..... 2 cr $35
Sec. HA . . . MTh 2-5 pm
Mechanics of Materials (BC 240) ..... 4 cr $48
Sec. HA . . . TF 8-10 pm
History of Architecture (BC 248) ..... 2 cr $24
Sec. HA . . . TF 1-2 pm
Elementary Surveying (BC 288) ..... 2 cr $33
Sec. HA . . . Sat. 8-12 noon
Building Finance (BC 320) ..... 2 cr $24
Sec. HA . . . Th 6-8 pm
CHEMICAL & METALLURGICAL
Industrial Chem: Qualitative (CM 212) ..... 3 cr $52
Sec. HA . . . TF 9-12 am, Th 2-3 pm
Physical Metallurgy (CM 228) ..... 4 cr $57
Sec. HA . . . M 6-8, W 7-8 pm, 8-11 pm
Heat Transfer (CM 240) ..... 3 cr $42
Sec. HA . . . W 1-4 pm, F 1-3 pm
CIVIL TECHNOLOGY
Construction Materials (CT 104) ..... 2 cr $24
Sec. HA . . . W 8-10 pm
Fundamentals of Surveying (CT 152) ..... 2 cr $33
Sec. HA . . . Sat. 8-12 noon
Route Surveying (CT 208) ..... 2 cr $33
Sec. HA . . . T 1-4 pm, F 11-12 am
DRAFTING & MECHANICAL
Technical Drawing (DM 108) ..... 2 cr $33
Sec. HA . . . MTh 11-2 pm
Sec. HB . . . TF 2-5 pm
Sec. HC . . . MWTh 6-8 pm
Sec. HD . . . TF 8-11 pm
Graphical Computations (DM 156) ..... 2 cr $33
Sec. HA . . . MTh 8-11 pm
Materials and Processes (DM 180) ..... 3 cr $36
Sec. HA . . . MWF 9-10 am
Mechanics of Materials (DM 212) ..... 4 cr $48
Sec. HA . . . WF 6-8 pm
Machine Design I (DM 228) ..... 3 cr $42
Sec. HA T 1-3 pm, F 2-5 pm
Sec. HB . . . W 8-11 pm, F 8-10 pm
Jigs, Fixtures & Gages (DM 236) ..... 4 cr $57
Sec. HA . . . M 2-5 pm, W 1-4 pm, F 12-2 pm
Sec. HB . . . M 8-11 pm, W 8-11 pm, F 8-10 pm
ELECTRICAL TECHNOLOGY
Electronics I—Circuits (ET 104) ..... 4 cr $56
Sec. HB . . . T 6-7 pm, Th 6-8 pm, T 7-10 pm
Sec. HB2 (lab only) . . . 8-11 pm
Sec. Hc . . . MTWTh 8-9 am, T 9-12 am
Sec. Hc2 (lab only) . . . F 2-5 pm
Electronics II Transistors (ET 156) ..... 3 cr $43
Sec. HA . . . M 8-11 pm, Th 6-8 pm
Electrical Circuits (ET 176) ..... 4 cr $57
Sec. HA . . . W 7-8 pm, F 6-8 pm, W 8-11 pm
AC & DC Machines and Controls (ET 208) ..... 2 cr $24
Sec. HA . . . TF 11-12 am
Electrical Machines (ET 212) ..... 5 cr $69
Sec. HA . . . T 6-8 pm, Th 6-8 pm, Th 8-11 pm
Fundamentals of Television (ET 224) ..... 2 cr $24
Sec. HA . . . TF 1-2 pm
Power Distribution (ET 228) ..... 2 cr $24
Sec. HA . . . T 8-10 pm
Electronics III—Radio Circuits (ET 236) ..... 5 cr $69
Sec. HA . . . MTWF 9-10 am, Th 2-5 pm
GENERAL STUDIES
Physical Education (GN 52) ..... 0 cr $18
Sec. HA . . . T 3-6 pm
Sec. HB . . . W 3-6 pm
TI Orientation Lectures (G 100) ..... 1 cr $12
Sec. HA . . . F 1-2 pm
English Grammar Comp. (Gn 104) ..... 2 cr $24
Sec. HA . . . MTh 10-11 am
Sec. HB . . . M 6-8 pm
Sec. HC . . . W 10-12 am
Sec. HD . . . T 8-10 pm
Study Skills (GN 112) ..... 1 cr $18
Sec. HA . . . TTh 3-4:30 pm
Psychology (GN 120) ..... 2 cr $24
Sec. HA . . . TTh 2-3 pm
Sec. HB . . . T 6-8 pm
Sec. HC . . . W 1-3 pm
Sec. HD . . . M 8-10 pm
Sec. HE . . . F 8-10 pm
Fund. of Technical Writing (GN 152) ..... 2 cr $24
Sec. HA . . . T 10-12 am
Sec. HB . . . F 6-8 pm
Sec. HC . . . W 8-10 pm
Fund. of Practical Speaking (GN 204) ..... 2 cr $24
Sec. HA . . . W 10-12 am
Sec. HB . . . M 6-8 pm
Sec. HC . . . Th 8-10 pm
Technical Report Writing (GN 220) ..... 2 cr $24
Sec. HA . . . MTh 1-2 pm
Sec. HB . . . Th 8-10 pm
Democratic Government (GN 232) ..... 2 cr $24
Sec. HA . . . W 8-10 pm
Economics of Industry (GN 260) ..... 2 cr $24
Sec. HA . . . W 6-8 pm
Conference Speaking (GN 264) ..... 2 cr $24
Sec. HA . . . Th 6-8 pm
Elements of Law (GN 268) ..... 3 cr $36
Sec. HA . . . Th 6-8 pm
INDUSTRIAL TECHNOLOGY
Industrial Org. & Prod. (IT 104) ..... 4 cr $48
Sec. HA . . . MTh 10-12 am
Sec. HB . . . MTh 8-10 pm
Business Organization (IT 105) ..... 2 cr $24
Sec. HA . . . MF 10-12 am
Sec. HB . . . MTh 8-10 pm
Human Relations (IT 152) ..... 2 cr $24
Sec. HA . . . W 6-8 pm
Production Planning & Control (IT 224) ..... 4 cr $55
Sec. HA . . . WF 6:30-8 pm, F 8-11 pm
Production Planning & Control (IT 227) ..... 3 cr $36
Sec. HA . . . WF 6:30-8 pm
Fund. of Production Cost (IT 244) ..... 2 cr $31
Sec. HA . . . MTh 6-8 pm
Job Evaluation (IT 272) ..... 2 cr $24
Sec. HA . . . W 8-10 pm
PHYSICS
Mechanics (Phys 152) ..... 4 cr $57
Sec. HP . . . MTF 2-3 pm, W 8-10 am, Th 1-2 pm
Sec. HQ . . . MTThF 1-2 pm, W 1-3 pm
Geenral Physics (Phys 220) ..... 4 cr $57
Sec. HA . . . TWTh 8-9 am, T 10-1 pm
Heat, Sound, Electricity (Phys 251) ..... 5 cr $69
Sec. HA . . . MWThF 9-10 am, T 11-12 am, F 1-3 pm
Sec. HB . . . MTWF 11-12 am, Th 2-3 pm, F 3-5 pm
Optics & Modern Physics (Phys 262) ..... 5 cr $69
Sec. HA . . . MTThF 10-11 am, W 3-4 pm, M 3-5 pm
PSYCHOLOGY
Elementary Psychology (Psy 120) ..... 3 cr $36
Sec. HA . . . MWTh 1-2 pm
Sec. HP . . . MW 3-4 pm, F 9-10 am
SPEECH
Principles of Speech (Sp 114) ..... 3 cr $36
Sec. HA . . . MWF 11-12 am
Sec. HB . . . MWF 10-11 am
Sec. HC . . . MWF 2-3 pm
Sec. HG (Reserved) M 9-10 am, TTh 11-12 am
BIOLOGY
Biology of Animals (Zool 160) ..... 4 cr. $58
Sec. HL . . . M 1-2 pm, TF 3-4 pm, Th 10-1 pm
Sec. HL2 . . . M 1-2 pm, T F3-4 pm, Th 3-6 pm
General Zoology (Zool 161) ..... 4 cr $51
Sec. HK . . . M 10-11 am, T 2-3 pm, TTh 8-10 am
Anatomy (Zool 260) ..... 3 cr $46
Sec. HA . . . TWF 11-12 am

EVENING SCHEDULE

Slide Rule (CE 113) ..... 1 cr $13
Sec. HM . . . WF 7-8
Engineering Graphics (CE 118) ..... 3 cr. $47
Sec. HM . . . MTTh 6-8, T 8-9
Indeterminate Stresses (CE 571) ..... 3 cr $45
Sec. HM . . . T 6-8, F 6-7
Elementary Chemistry (Chm 100) ..... 3 cr $36
Sec. HM . . . M 7-8, Th 6-8
Elementary Chemistry (Chm 103) ..... 4 cr $58
Sec. HM . . . M 7-8, 8-11, W 8-9, 9-10
General Chemistry (Chm 116) ..... 4 cr $58
Sec. HM . . . M 8-10, Th 6-9, 9-10
Organic Chemistry (Chm 551) ..... 4 cr $78
Sec. HM . . . T 6:30-8, 8-11; F 6:30-8, 8-10
Principles of Economics (Econ 210) ..... 3 cr $36
Sec. HM . . . TF 6:30-8
Elements of Accounting (Econ 370) ..... 3 cr. $36
Sec HM . . . TF 6:30-8
Labor Law (Econ 553) ..... 3 cr $45
Sec. HM . . . MTh 8-9:30
Intro. to Meas. & Eval. (Educ 504) ..... 3 cr $45
Sec. HM . . . Saturday 9-12 noon
Statics & Kinetics (ES 204) ..... 5 cr $60
Sec. HM . . . . TWF 8-9:40
English Composition (Engl 101) ..... 3 cr $36
Sec. HM . . . MTh 6:30-8
Developmental Reading (Engl 185) ..... 2/3 cr $30
Sec. HM . . . MTh 6-7
Sec. HN . . . MTh 7-8
Expository Writing (Engl 202) ..... 3 cr $36
Sec. HM . . . MTh 8-9:30
Introduction to Literature (Engl 231) ..... 3 cr $36
Sec. HM . . . TF 8-9:30
Introduction to Fiction (Engl 238) ..... 3 cr $36
Sec. HM . . . TTh 6:30-8
First Course in German (Germ 101) ..... 3 cr $36
Sec. HK . . . WF 5-7
Intro. to Government (Gvmt 101) ..... 3 cr $36
Sec. HM . . . MTh 6:30-8
Cont. International Prob. (Gvmt 532) ..... 3 cr $45
Sec. HM . . . W 6:30-9:30
Early Civilization (Hist 201) ..... 3 cr $36
Sec. HM . . . TF 8-9:30
Trigonometry (Ma 112) ..... 3 cr $36
Sec. HM . . . MTh 6:30-8
Sec. HN . . . MTh 6:30-8
Algebra (Ma 115) ..... 4 cr $48
Sec. HM . . . MTh 8-10
Sec. HN . . . MTh 8-10
Analytic Geometry (Ma 116) ..... 4 cr $48
Sec. HM . . . TF 6-8
General College Math (Ma 121) ..... 3 cr $36
Sec. HM . . . TF 8-9:30
Differential Calculus (Ma 241) ..... 4 cr $48
Sec. HM . . . MTh 8-10
Math. for Engineers & Sci. III (Ma 261) ..... 4 cr $48
Sec. HM . . . MTh 6-8
Math for Engineers & Sci. IV (Ma 262) ..... 4 cr $48
Sec. HM . . . MTh 8-10
Differential Equations (Ma 421) ..... 3 cr $36
Sec. HM . . . M 6-7, Th 6-8
Adv. Engineering Methematics (Ma 521) ..... 3 cr $45
Sec. HM . . . MTh 6:30-8
Mechanics (Phys 152) ..... 4 cr $57
Sec. HM . . . TWF 8-10
Optics Modern Physics (Phys 262) ..... 5 cr $69
Sec. HM . . . MWF 6-8, M 8-9
Intro. to Modern Physics (Phys 550) ..... 3 cr $45
Sec. HM . . . WF 8-9:30
Elementary Psychology (Psy 120) ..... 3 cr $36
Sec. HM . . . MTh 6:30-8
Psy. of Sales and Advertising (Psy 345) ..... 3 cr $36
Sec. HM . . . TF 8-9:30
Abnormal Psychology (Psy 350) ..... 3 cr $36
Sec. HM . . . MTh 8-9:30
Psy. of Work Efficiency (Psy 576) ..... 3 cr $45
Sec. HM . . . TF 6:30-8
First Course in Russian (Russ 101) ..... 3 cr $36
Sec. HM . . . MTh 8-10
Introductory Sociology (Soc 100) ..... 3 cr $36
Sec. HM . . . TTh 8-9:30
Criminology & Penology (Soc 522) ..... 3 cr $45
Sec. HM . . . M 6-:30-9:30
First Course in Spanish (Span 101) ..... 3 cr $36
Sec. HM . . . T 6-8, F 6-7, 7-8
Public Speaking (Sp 111) ..... 2 cr $24
Sec. HM . . . TF 8-10
Public Speaking (Sp 112) ..... 2 cr $24
Sec. HM . . . TF8-10
Biology of Animals (Zool 160) ..... 4 cr $58
Sec. HM . . . TF 6:30-8, Th 8-11
Personnel Management (IT 352) ..... 3 cr $36
Sec. HA . . . TF 8-9:30 pm
Adv. Motion & Time Study (IT 360) ..... 4 cr $58
Sec. HA . . . TTh 8-11 pm
Labor Legislation (IT 368) ..... 4 cr $48
Sec. HA . . . MTh 8-10 pm
PHYSICAL SCIENCES
Elem. Algebra & Geometry (PS 100) ..... 4 cr $48
Sec. HA . . . MTh 6-8 pm
Algebra & Slide Rule (PS 112) ..... 4 cr $48
Sec. HA . . . MWTh 8-9 am, T 9-10 am
Sec. HC . . . MTh 9-11 am
Sec. HD . . . MTh 8-10 pm
Sec. HE . . . TF 6-8 pm
Sec. HF . . . M 6-8 pm, Th 6-8 pm
Intro. to Chemistry (PS 120) ..... 3 cr $46
Sec. HA . . . T 1-2, W 2-3 pm, F 2-5 pm
Sec. HB . . . M 2-5 pm, T 1-2, W 2-3 pm
Sec. HC . . . T 8-11 pm, W 8-9, T 9-10 pm
Sec. HD . . . W 8-9, Th 8-11 pm, W 9-10 pm
Physics: Mech. & Heat (PS 136) ..... 4 cr $60
Sec. HA . . . MWTh 9-10 am, T 8-9 am, F 8-10 am
Sec. HB . . . T 8-9, ThF 8-10 pm, T 9-10 pm
Sec. HB2 . . . T 8-10 pm, Th 8-10 pm, F 6-8 pm
Trigonometry (PS 164) ..... 4 cr $48
Sec. HA . . . MTh 6-8 pm
Sec. HB . . . TF 6-8 pm
Slide Rule (PS 168) ..... 1 cr $12
Sec. HA . . . W 7-8 pm
Physics: Elect. Sound & Light (PS 176) ..... 4 cr $60
Sec. HC . . . TTh 2-4 pm, F 10-12 am
Sec. HC2 . . . T 4-6 pm, Th 2-4 pm, F 10-12 am
Sec. HD . . . TWF 8-10 pm
Sec. HD2 . . . T 6-8 pm, W 8-10 pm, F 8-10 pm
Fund. of Quality Controls (PS 204) ..... 2 cr $24
Sec. HA . . . T 6-8 pm
Math: Anal. Geometry & Calculus (PS 304) ..... 4 cr $48
Sec. HA . . . MTh 8-10 pm

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NEW SOUNDS

Capitol records introduces an album, teaming, for the first time, the talent of pianist George Shearing and singer Dakota Staton for produce some of the most surprising and scintillating sides ever produced recorded, from the slow night-time moods to uninhibited rocking of the blues, plus rollicking, indiscreet humor. Tunes on the package include "From Rags to Riches," "The Thrill Is Gone," the title song of the album, and the little tune of Miss Staton's earlier best-seller album, "The Late, Late Show."

MGM presents a truly delightful performance in the original cast sound track album of the movie, "Gigi," to provide splendid program music. The musical score is by the team of Alana Jay Lerner and Frederick Loewe who have produced such musicals as "My Fair Lady," "Paint Your Wagon," and "Brigadoon." The MGM studio orchestra in the album is under the direction of the popular Andre Previn.

A gal whose voice has ghosted for quite a few screen idols' debuts for Epic in songs directed to men. She is Anita Ellis, and "Hims" is the title of the LP in which she reveals a flair for jazz in numbers like "Porgy," "Bill," and "Jim." The Ellis voice has dubbed for such screen stars as Rita Hayworth and Vera Ellen, and the versatility of her style makes for a record worth buying.

One of America's top pop pianists, Joe Bushkin, offers a reflective "Nightsounds" in a new Capitol album. The record contains a dozen tunes keyed to the haunting sounds one might hear passing a small cabaret late at night. They include among others, "There's A Small Hotel," "A Foggy Day," and "Fools Rush In." The imaginative arrangements blend into extraordinary listening-Jazz.

Pointed for Purdue

May 28—Classes end at Purdue. Inland Steel Graduation.

June 1 — Commencement exercises at Lafayette, including T. I.

June 3—Professional Foremanship dinner and graduation.

June 5, 6—Summer session registration.

June 9—Summer session begins.

June 16—Two-week teacher workshop begins. Eight-week course in Highway Technology begins.

July 4—Independence Day Holiday.

August 2—Summer session ends.

Sept. 15-17—Registration for fall session.

Sept, 18—Fall session begins.

Mathematics For Fun

RUSSIAN MULTIPLICATION

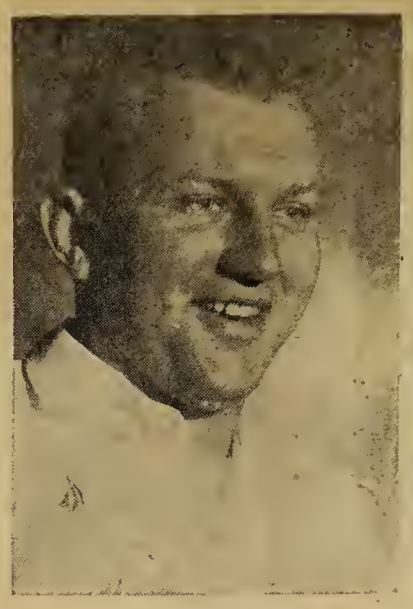
Here is a method of multiplication used in certain Russian provinces. Suppose you want to find the product of two numbers, say 45 and 78. Write the numbers in two columns. In the left column, divide the number by 2, writing the result on a column under the original number. If the division does not come out even, throw away the ½. Continue dividing by 2 and writing the result in the left column until you reach the number 1.

In the right column multiply the first number by 2. Continue multiplying by 2 for as many columns as there are on the left. Then look at both columns and cross out the numbers in the right column where the number in the left hand column in the same row is an even number. The sum of the remaining numbers in the right column is the product of the original numbers. The following table will illustrate the method:

45	78
22	156
11	312
5	624
2	1,248
1	2,496
	3,510

The numbers across from 22 and 2 should be crossed out.

Purdue PERSONALITIES



CARL HUMECKI

As the traditional saying goes, "the Marines have landed" and this month our Personality is an ex-Marine. He is Carl Humecki.

Carl enlisted in the Marine Corps at the age of 18, following graduation from high school in Pulaski, Wisconsin, his home town. During his three years of service, he was assigned to the aircraft carrier Princeton where his duties included being a bodyguard, assistant, and chauffeur, when on land, to the commanding officer of the carrier. Carl's travels took him to Japan, Hong Kong, Hawaii, and all along the Pacific coast.

Following his discharge in '56, Carl married and moved to Burnham. He then began a drafting course in one of the Chicago technical schools. And after he had finished this, he enrolled in the Aeronautical Engineering school of Purdue, here at the Calumet Center. He is also planning to continue his studies here next year.

Carl, or Mr. Hickenlooper, as he is sometimes referred to, supplements his acedemic income by occassionally writing feature articles for the Boilermaker. He is also very active as a volunteer member of the Student Council and was a very efficient co-chairman for the Spring Formal. Carl will be a candidate for Sophomore Representative next year on the Council. Good Luck, Marine.

In his leisure time, Carl listens to classical music and tunes from hit shows. His favorite baseball team is the Braves. He also likes to build model airplanes. But his biggest interest lies in photgraphy. He also likes any food that's good, especially breaded veal cutlets and filet mignon. That sounds reasonable.

BERNADINE BAUM

Bunny was born and raised in nearby East Chicago. She spent her first year of high school at St. Joseph's Academy in Columbia, Pa. Then she returned to the Calumet Area and completed her schooling at Bishop Noll, graduating in '54.

It was then that Bunny decided she wanted to enlist in the Marines. Her next three years were spent at Camp Lejeune. While in the service she was a documentary verifier and a proofreader typist. She also achieved the rank of Sergeant.

Bunny is enrolled in the School of Agriculture here at Purdue. She is planning to major in Veterinarian Medicine in two years when Purdue begins its first classes in this new field.

As you have probably guessed by now, her big hobby is animals. Her pets include a dog, many, many tropical fish, and parakeets. She is also equally fond of horses. A few other of her many and varied interests are dancing, reading and driving. About driving Bunny says, "I'm learning how to drive good!" Her favorite fod, pizza; what else?

Next fall Bernardine will return to the Calumet Center. I am sure all of the students returning, who know Bunny, will be delighted, because she's been a good friend to all and besides, she's just quite some gal.

A huge elephant and a tiny mouse were in the same cage at the zoo. The elephant looked down at the mouse nastily and trumpeted in disgust. "You're the puniest, the weakest, the most insignificant thing I've ever seen."

"Well," said the mouse in a plaintive squeak, "don't forget, I've been sick."

Scholarships Offered at Purdue

PHARMACY SCHOLARSHIP

A $400 scholarship awarded to a junior or senior in need of financial help, who has established evidence of competence and scholastic ability.

ARMCO FOUNDATION SCHOLARSHIP

$300 a year to undergraduate students who have completed their sophomore year in either school of engineering, in chemistry, or in physics. Four year awards are granted.

G. DWIGHT SCARSESTH MEMORIAL SCHOLARSHIP

$1,000 awarded annually by the Minnesota Mining and Manufacturing Co. in chemical, electrical and mechanical engineering.

TEE-PAK FOUNDATION

Two awards for junior and senior men in M. E. who are residents of Indiana. This covers all fees, plus books.

J. A. SCULLY SCHOLARSHIP

$300 per year awarded to a worthy and needy student enrolled in M. E. or I. E. Renewal for the senior year is contingent on maintaining a good record during junior year.

ALCOA SCHOLARSHIP

A grant of $2,500 for a minimum of five scholarships. It can be awarded to any student in Engineering, Agriculture, or Science, Education, and Humanities. Selection for the award is made by the university.

SMITH & LOVELESS SCHOLARSHIP

$500 for a needy junior or senior studying sanitary engineering or for an engineerig student. Person must be in need of money to continue education.

RALSTON PURINA SCHOLARSHIP

A $500 scholarship to be awarded to a student in his senior year in the School of Agriculture or to an incoming junior.

WESTERN ELECTRIC SCHOLARSHIP

Three scholarships are available and are awarded by the University to undergraduates in engineering. They cover both resident and non-resident fees, plus books. Selections are based on scholastic ability, personal qualifications, and need of financial assistance.

On Spring, Love, And Going to College

I saw her as a most beautiful conglomeration of elipses, parabolas, hyperbolas and sine waves in perfect symmetry as she slithered into the lounge. I sat confidently at a table sketching free body diagrams as she sat down beside me.

I felt the firm pressure of her hand against mine. I judged its modulus resilience to be about .0666 in-lb. I felt her warm breath (approximately 102437°F.) on my cheek as she said, "Have I kept you waiting long, Algernon?"

"Only 34 minutes and 16.24 seconds," I replied as I subconsciously estimated the tensile strength of her sweater to be at least psi.

She passed her soft hand through my hair (generating some 3.80104 statcoulombs) and asked, "May I have a cigarette, Mr. D'Clod?"

"Call me Algie," I answered in my coolest, most unaffected tone.

"May I have a cigarette, Algie?" she asked in a voice that was positively the most beautiful sound I have ever heard (except, of course, the gentle sound of my sphereometer).

"Certainly," I said as I deftly dropped the pack on the floor, then stepped on it in an attempt to pick it up.

"Are all engineers as strong, calm, and romantic as you are, Algie?"

I was mentally computing the acceleration of my heartbeat to be at least 14,654 thumps per second. "Of course they are—it's spring," I said as I thought . . . engineers romantic? Even as I have learned in ME 386, a woman is nothing but a slow moving mass with a lower specific heat and a higher center of gravity. She may hypnotize some men with her curvilinear attractions, but not me, an engineer.

I observed her coldly (114.7°F.) as I tried to concentrate on my thermodynamics and my time motion studies. She leaned over and kissed me lightly. I glanced down at my hands only to see a molton mass of what was once my statics and kinetics book. She watched me with admiration as I coolly, casually, and with complete control, put the lighted end of my cigarette into my year.

I rose with a masculine air of indifference and stalked from the room on my hands.

THE CIRCLE "K" NEWS

As the semester draws to a close, we can look back on the successful completion of many projects and functions. Among the social functions we sponsored are the St. Patrick's Day Dance and the Annual Circle K Dance. These dances were both social and financial successes. A raffle was held at the Annual Circle K Dance with "Tucky" Joe Almasy walking off with the "door" prize.

Some of the services rendered by the Circle K were assistance in the Science Fair; participation in the Muscular Dystrophy Drive; assistance with the Orientation Day programs; sponsoring help sessions for students in various subjects. Commendations have been received by the club for the excellent handling of the Science Fair and the Muscular Dystrophy Drive.

The Circle K would like to thank all members, faculty, and students who contributed to the success that has been achieved this semester.

We are looking forward to a successful semester this fall. To make this possible, we need the help of strong, mature members who are aware of their duties. Even though one of our objectives is high scholarship, our members realize that there is more to college than mere academic achievement. The men who advance in industry are those who not only can do their jobs well, but also those who have the ability to work with other men and to lead them. The Circle K develops these qualities necessary for strong leadership and high character.

If you are a person who recognizes your duty to the community, school, and self, we are inviting you to affiliate with a moving organization that will produce the future leaders of our community, state, and nation.

A note from the President:

"I deem it a very great honor and privilege to have been the president of the Circle K this year. It has been a very rewarding experience. I am especially thankful for a club like the Circle K and for the high ideals that it stands for. I want to extend my warmest personal 'thanks' to everyone who had a part in or who helped in making the Circle K the success it has been. This year was the starter; I look forward to even greater accomplishments in years to come. May God bless you and go with you now and forever."

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From the

LOCKER ROOM

By AL JENKINS

This may have been a lean year for sports at PUCC, but desire and competitive spirit were always with the team; congratulations are in order for all the PUCC boys who composed our baseball and basketball teams. The poor records of our school's teams can be attributed to two things: tough competition and lack of outstanding athletes.

With more financial help from the Lafayette office, PUCC might get some decent uniforms and more coaching help to improve our athletic teams. Coach Hayes finally got his long awaited new basketball uniforms last year and was fortunate enough to pick up a few used baseball suits that the campus team was going to throw away. We may be hurt athletically, but not scholastically. Oh, well! Things may turn for the better next year. PUCC is growing big and growing fast.

Oh, yes! If anyone knows a couple of good 6'8" basketball players who are available, please contact Coach Hayes immediately. We all want a winning team next year.

Final Game Scores

Thornton 21, PUCC 1.
Thornton 12, PUCC 2.
Navy Pier 18, PUCC 2.
Navy Pier 18, PUCC 3.
LaGrange 4, PUCC 1.
Chicago U. 5, PUCC 6.
Chicago U. 8, PUCC 5.
LaGrange 11, PUCC 2.
Won 1, Lost 7

Tennis Tourney Reaches 2nd Round

An exciting tennis tournament has been set up by John Yakubec Play has progressed to the second round at the time of this article. Results of the first round:

John Yakubec scored a resounding victory over Dale May, 6-0, 6-0. John overpowered May with his slashing serves and hard drives to the back court which caught Dale unaware. But Dale stayed with John all the way by putting up a strong defense.

Fehlberg scored a close victory over Hepburn, 6-4, 6-4. The score indicates that it was a very hard fought match.

Steve Tsalickis won a match over Harry Rebey by forfeit. Rob Svetovich also won a match over Walley Pehlen by forfeit. Gary Haertel has a first round bye and a second round forfeit from Svetovich.

Second round stands thus:
Kakubec v Fehlberg
Tsalickis v Haertel

Some prediction could be made to the outcome, but the best plans often go astray. It could be Yacubec over Fehlberg. A very close match is expected with Tsalickis and Haertel, and Yakubec will put up a strong bid for the championship.

FRESHMEN WIN TUG OF WAR

The mighty freshmen defeated a hardy sophomore team in the annual Freshman-Sophomore Tug of War, held on the P.U.C.C. lawn May 21. The sophomores won the rough first round with a series of quick tugs that brought the freshmen over the field marker. The freshmen retaliated in the second and third rounds by catching the sophomores while they relaxed in the pulling. There were a few resulting bruises and burned palms, but the sophomores were content in remembering that they had also won last year when they were freshmen.

Hotel clerk in big city: "Why don't you wipe the mud off your shoes before you come in here?"
Farmer: "What shoes?"

PITCHING STATISTICS

Name	IP	ER	H	BB	SO	W-L	ERA
Fanning	22	23	23	34	22	1-2	9.81
Schichner	16 2/3	21	23	13	16	0-3	11.35
Rector	14 2/3	4	16	2	10	0-1	2.38
Drutis	15 1/3	3	14	12	15	0-0	1.76
Smalley	1/3	5	4	2	0	0-1	----

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